

Introduction To Special Education (ECE K150)

SYLLABUS SPRING 2008

Thursday 3:30 – 6:20 PM

Room # 300

Three Rivers Community College – Mohegan Campus
Norwich, Connecticut 06360

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Office Hours: by appointment

COURSE DESCRIPTION:

3 Credit hours

This course introduces students to the role of special education as well as its basic principles and practices. Among the topics addressed is an historical perspective on current practices, laws, regulations, and ethical codes governing special education; political, social and philosophical issues in special education; researched-based intervention and instructional methods in special education; the roles of the teacher, support staff, and instructional paraprofessionals; and the process of making decisions about the education of individual special need children.

PROCEDURES:

This course is designed to allow the student to participate in the educational process through the use of a variety of learning techniques and activities. All students are expected to participate in and contribute to classroom learning activities.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

1. Demonstrate practical understanding of special education terminology and procedures
2. Show awareness of characteristics associated with common groups of exceptional learners and specific educational techniques used to assist them
3. Express a basic understanding of statistical principles and assessment techniques used to evaluate and classify the skills/ abilities of young and school-aged children (observation, documentation, standardized testing)
4. Understand both state and federal laws, regulations, and ethical codes governing special education and how it impacts children with special needs and their families
5. Discuss and understand the different programs, support services, curricula, and professional responsibilities associated with special education
6. Demonstrate awareness and understanding of the changing political, social, and philosophical issues in special education
7. Make informed and confident decisions about how to provide exceptional learners with an appropriate education
8. Apply knowledge that will allow them to further develop skills necessary to work successfully with exceptional learners of all ages

Method OF Evaluation:

Class attendance and individual contribution

Focus question responses

Terminology quizzes

Research/Position paper and presentation

Site visit and written summary with Behavior observation form

Learning activity (lesson plan) presentation

Notebook

COURSE REQUIREMENTS AND EVALUATION BREAKDOWN:

Course Requirements	% of grade
1. Research Position Paper and Presentation	20%
2. Learning Activity (Lesson Plan) Presentation	20%
3. Site Visit and Written Summary	15%
4. Focus Question Responses	15%
5. Terminology Quizzes	10%
6. Notebook	10%
7. Class Attendance	10%

GRADING SCALE:

The following numerical grade system will be used:

Grade	Equivalent	Quality Points
A	96 – 100	4.0
A-	90 – 95	3.7
B+	86 – 89	3.3
B	83 – 85	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	63 – 66	1.0
F	<63	0.0

ATTENDANCE GRADING SCALE:

This course is designed in such a way that weekly attendance is necessary to gain required knowledge to meet course objectives. Therefore, students that are registered for this course are naturally expected to attend class regularly. Class absence will negatively impact your final course grade through your attendance/participation grade (worth 10% of final grade) as follows:

NO ABSENCES = 100 pts.

ONE ABSENCE = 96 pts.

TWO ABSENCES = 88 pts.

THREE ABSENCES = 77 pts.

FOUR ABSENCES = 67 pts.

FIVE or MORE ABSENCES = 00 pts.

MAKEUPS/MISSED CLASSES:

Students are required to participate and complete all assignments by the established due date (*class absence will not excuse due date completion*). Students who have a legitimate reason for missing an assignment deadline will need to make special arrangements with the instructor prior to the date work is due. A grace period of one week is permitted for late work with a 10% automatic point reduction. No credit will be given for late assignments past the one-week grace period.

EARLY WARNING POLICY:

In addition to a review of grading policy and course requirements at the start of the semester, each student will receive a personal grade sheet to monitor their on-going performance in the course throughout the semester (see attachment). In addition, I will regularly communicate with

each student by mid-semester who is in danger of failing due to academic difficulty or poor attendance.

COLLEGE WITHDRAWAL POLICY:

Students may withdraw in writing at the registrar's office for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor and advisor.

DISABILITIES AND LEARNING DIFFERENCE STATEMENT:

If you have a hidden or visible disability or learning difference that may require classroom or test-taking modifications, *please see me as soon as possible*. If you have not already done so, please be sure to register with the Student Development Office at the Mohegan Campus (Chris Scarborough – Student Disabilities Counselor).

CELLULAR PHONES AND BEEPERS:

Use of cellular phones and/beepers are permitted in class only if turned to silent mode. Under no circumstances are phones to be answered in class.

COURSE OUTLINE:

Introduction To Special Education (ECE K150) – Spring 2008

(Est. Dates) Topic

- Weeks 1-3 I. Special Education: Philosophy and History
- A. Defining “Disability” / Purpose of Special Education
 - B. History (Evolution) of Special Education movement
 - 1. Social/Cultural Factors
 - 2. Legal Mandates/The Law (P.L.94-142)
- Weeks 4-5 II. Classification of Exceptional Children
- A. Classification/ “Labeling”
 - 1. A look at Population Statistics
 - 2. Basics of Assessment
 - Standardized Testing
 - Curriculum Based Assessment
 - Functional Assessments

(Terminology Quiz #1)
 - B. A look at Specific Groups of Exceptional Learners
 - 1. Learning Disability
 - 2. Communication Disorders
 - 3. Mental Retardation
 - 4. Pervasive Dev. Disabilities (Autism Spectrum Disorders)
 - 5. Emotional Disturbance
 - 6. ADHD/OHI – Health Impairments
 - 7. Hearing Impairments/Visual Impairments

(Terminology Test #2)
(Site-Visit Project Due)
(Begin Learning Activity Presentations)
- Weeks 6-9
- Weeks 10-13 III. Services and Procedures in Special Education Through the Life-Span
- A. Pre-Referral Services/ “Good Teaching”
 - 1. Early Intervention Services
 - 2. Student Intervention Teams/Child Study Teams
 - 3. 504 vs Special Education
 - B. The Special Education Referral Process
 - 1. The Planning and Placement Team (PPT)
 - 2. The Individualized Education Plan (IEP)
 - C. The Continuum of Services (“mainstream” to “out of stream” placements)
 - D. Service Providers in Special Education (Roles and techniques)
- (Terminology Quiz #3)*
(Position Paper Presentations Due)
- Weeks 14-15 IV. Topics of “Special” Interest in Special Education
- A. Inclusion: Pros/Cons and Reality/Myth
 - B. Behavioral Interventions
 - C. Current Trends in Special Education
- (Research/Position Paper Due)*

REQUIRED TEXT:

Introduction to Special Education (ECE K150-Spring 2007) has **no** required text. Handouts/ materials reinforcing classroom learning will be distributed weekly. The following texts/websites provided good reference materials:

Heward, William, Exceptional Children-An Introduction to Special Education- Eighth Edition. Upper Saddle River New Jersey: Pearson Prentice Hall, 2006.

Mastropieri, Margo, and Scruggs, Thomas, The Inclusive Classroom- Strategies for Effective Instruction. Upper Saddle River New Jersey: Pearson Prentice Hall, 2000.

Paciorek, Karen, Early Childhood Education- Annual Edition. Dobique, IA: McGraw-Hill, 2007

Gober, Sue, Six Simple Ways To Assess Young Children, Albany, NY: Delmar, 2002

State of CT, Dept. of Ed., The Connecticut Framework- Preschool Curriculum Framework, 1999

Smith, Deborah, and Tyler, Naomi, A Focus on Diversity- An Awareness Of Differences- Second Edition, Boston, MA: Allyn and Bacon, 1992

National Association for the Education Of Young Children <http://www.naeyc.org>

Nation Association of School Psychologists [http:// www.nasponline. Org](http://www.nasponline.Org)

SEMESTER DATES OF IMPORTANCE FOR *ECE K150*:

Jan. 24 th	-Class begins
Feb. 5 th	-Last day of Add/Drop and Partial Tuition Refund
March 20 th	-No class (Spring Recess!!)
April 29 th	-Last day to withdraw from class with instructor or advisor's signature
May 8 th	-Last regular class period
May 15 th	-Make-Up Class/Final exam week

Name: _____

PERSONAL GRADE RECORDING SHEET
ECE K150

Weekly Focus Question Responses

Average of all response questions Grades = Grade _____ (15%)

Site Visit and Oral Summary

Grade _____ (15%)

Research/Position Paper and Presentation

Paper Grade _____
Presentation Grade _____
Average Grade _____ (20%)

Learning Activity (Lesson Plan) Presentation

Grade _____ (20%)

Terminology Tests

Test #1 Grade _____
Test #2 Grade _____
Test #3 Grade _____
Average Grade _____ (10%)

Notebook

Grade _____ 10%

Attendance/Participation

Grade _____ 10%

Final Numerical Weighted Grade _____

Recorded Letter Grade _____

ASSIGNMENT CRITERIA AND SCORING RUBRICS

NOTEBOOK/JOURNAL REQUIREMENT

Each student is responsible for developing and maintaining a course notebook/journal. This notebook/journal will be submitted at the end of the semester for a grade worth 10% of the final course grade. The intent of this assignment is to have each student maintain a “neat” and “orderly” working document on special education/education to be used for reference both during this class and for subsequent courses and work experiences in education/child development.

The notebook/journal should contain the following materials arranged neatly in a 3-ring binder:

- all class notes
- all handouts
- all research assignments/activities
- terminology quizzes
- focus question responses

Notebooks/journals will be graded on “thoroughness” and “neatness/organization”. Class notes do not need to be typed but should be legible and organized by date or topic. Notebook will be graded according to the following:

- √+ = 90-100/ “A” – Notebook is complete with all materials. Materials in notebook are neat and securely attached. A few additional materials are included to support learning (articles of interest, one/two personal reflections, etc.). Materials are attractive with attention to detail observed.
- √ = 80 –90/ “B” – Notebook is complete with all materials. Materials in notebook are neat and securely attached. Materials are attractive with attention to detail; or additional materials may be present but notebook lacks attention to detail/neatness.
- √- = 70 - 80/ “C” - Notebook lacks completeness but is not seriously incomplete, and/or lacks neatness. Materials in notebook are not secure or may lack organization.
- = <70/ “F” - Notebook is seriously incomplete with many missing or lost materials. Materials that are present lack organization and/or neatness in appearance.

FOCUS QUESTION RESPONSES:

One or two topic focus questions will be provided at the start of each class period (presented on board for copying) to help organize and direct learning. Presented class lecture material and class activities will provide learning needed to answer these posed questions. Following each class period, each student will be required to summarize learning by submitting a response to each focus question due at the start of the next class. Focus question responses are aimed to help organize learning and reinforce material presented.

Responses need not be typed but must be legible and well organized for understanding (grammar, spelling). Length should be sufficient to “adequately” address the topic and summarize learning presented. While many focus questions allow for response with both factual

information and opinion, factual data should not be ignored. Responses need not be longer than 2-3 paragraphs per question.

Responses for each Focus Question should be arranged as follows:

Focus Question # _____

Name: _____

Date: _____

Your Response.....

Focus Questions will be graded as follows: $\sqrt{+}$ = 100 - Response adequately covers topic and is well written.
 $\sqrt{}$ = 78 -Response requires slightly more coverage; or lacks clarity in meaning.
 $\sqrt{-}$ = 65 -Response lacks adequate coverage; poorly written.
0 = -Not submitted

SITE VISIT ASSIGNMENT and PRESENTATION:

Research and obtain information on a particular facility (program) that interests you. The facility should provide educational/developmental support services to a special education population or to young children with identified developmental needs (Head Start Program). ***Please have your program selection approved by the instructor prior to making an appointment.***

Contact a program and make an appointment to visit and interview a “significant player” within the agency. The site visit interview should be structured to obtain as much information about the program as possible.

A paper summarizing the program should be developed from the information you obtain. It should reflect your thoughts and feelings about the program as well as the basic program information. Your paper should be between 2-4 pages in length, typed and double- spaced. (Grading rubric to be provided)

The following is a list of questions you **may wish** to use during your site visit. Please feel free to modify your approach and the questions based on the facility and/or interviewee:

- What population does your program serve?
- How are individuals referred to your program?
- What is the average age of the population you serve?
- What is the average length of stay in this program?
- What types of services/interventions are offered in this program?
- Are there both formal and informal means of assessing performance used?
- What credentialing is required for the staff?
- How and to what extent are families involved in the programming?
- What does a “typical” day look like for an individual in this program?
- Is there an information handout (booklet) describing your program that I can share with others.

Following the interview, each student is responsible for preparing a **five-minute** informal presentation to the class on their site visit experience. The simple objective is to educate the class about the program you visited. Emphasis should be placed on creating a presentation that describes the environment, the program components, and the population served.

In addition, during the site visit, each student will be responsible for completing a 15-minute behavioral observation on one student (done anonymously/no identifying data) using one of three observation methods reviewed in class. The behavioral observation data is due along with the written summary of the program and will be informally reviewed with the class.

RESEARCH/POSITION PAPER

A research/position paper will be developed and written on a “topic” related to **Special Education** or **Schooling/Services for Exceptional Learners**. Topics focusing on characteristics of “exceptionalities” are to be avoided (ADHD, Autism, etc.). Each student will choose (*with instructor’s consent*) a topic to investigate (see sample topics below), from which a personal opinion on the subject matter will be generated and shared supported by data researched. Papers **must** include: 1) a brief historical review of the topic under investigation; 2) explanation of importance to special education/ special ed. population; 3) a personal opinion on the topic supported by research findings. (Grading Rubric to be provided)

The body of the paper is required to be **3 -5 pages** in length (12pt. Font/Double Spaced) and in addition also include a: **Title Page** –formatted as follows:

Title
Course Name and Number
Instructor’s Name
Your Name
Submission Date

Bibliography Page (APA-Format ; Citing a minimum of three (3) resources used)

Sample Topics:

-Inclusion	-School Discipline and Special Education
-No Child Left Behind	-School Privatization
-Grade Retention	-Early Intervention Initiative
-High Stakes Testing	-Home Schooling
-School-based Community Health Services	

Learning Activity (Lesson Plan) Presentation:

Assigned to a group of two/three students based on age-level of interest, each group will present a learning activity (lesson plan) to the class on a relevant academic topic for a specified age-range of student. The activity should be age-appropriate and engaging for the intended learner, and must have a clearly stated purpose or goal (i.e. “addition of primary numbers”; “color recognition”; “classification of animals”, “scientific properties of a vacuum”, etc.). Providing all materials needed for presentation and completion of the activity, the activity will be presented in class with fellow students acting as your targeted student audience. During presentation of the activity, learning accommodations/modifications of your activity must be provided for two students, one with an assumed communication disorder/reading disability, and a second with cognitive limitations or an Intellectual Disability. (Grading rubric to be provided)

ACADEMIC INTEGRITY POLICY

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College Definitions of Academic Dishonesty.

General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased borrowed or otherwise obtained) as one's own (d) stealing or having unauthorized access to examination of course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.